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ARTICLE ROUND UP

SEPTEMBER 2011

EDUCATION

1. **"Building Fluency through the Repeated Reading Method"**
   Joshua Cohen. **English Teaching Forum No. 3**, 2011, 8 pages.

   The author, an instructor of English as a Foreign Language in the Business Department at Kinki University in Japan, discusses Repeated Reading, a method where students reads and rereads a text silently or aloud from two to four times to reach a predetermined level of speed, accuracy, and comprehension, and how the method can be used to develop fluency, comprehension skills, and greater reading self-esteem.

2. **"6 Building Blocks of SUCCESS"**
   Stephen J. Laster. **Educause Review**, May/June 2011, 7 pages.

   The author, a chief information officer of Harvard Business School, discusses the six building blocks of success in higher education information technology (IT) leadership, and the challenges for IT leader in higher education.

3. **"Speaking with an Accent: Some Practical Advice for Foreign First-Time Teachers"**
   Ramiro Berardo, **Political Science & Polictics, Washington,** Apr 2011, Vol. 44, Issue 2, 4 pages.

   The majority of Ph.D. programs in political science in the United States provide some kind of teaching training for graduate students, which ranges from assisting other instructors to designing and teaching new courses. In most cases, departments make an effort to guide these students in their new role as instructors; however, first-time teachers whose first language is not English do not usually receive any special guidance on how to successfully address the challenge of communicating effectively with their students--an all-too-real problem for many foreign instructors. This article provides some basic tips for improving the communication process that develops in the classroom, and is particularly tailored for individuals whose first language is not English and who are about to take the first steps of their teaching careers. [PUBLICATION ABSTRACT]

4. **"Bridging the Summer Reading Gap: Collaborative Ideas to Keep Your Students Reading"**
   Cherie Heaser, **Library Media Connection**, May/Jun 2011, Vol. 29, Issue 6, 3 pages.

The article focuses on the programs that promotes reading in several approaches to close the reading gap during summer vacation in the U.S. It mentions the summer school-library nights wherein the elementary school library was opened for one hour one night per week with students and their families talk about books they have read. It notes the public library summer reading program in which students brought their library cards and visited the public library to get more books.

5. **"Responsive Teaching Through Conversation"**
   Cheryl Dozier, Susan Garnett, Simeen Tabatabai, **Reading Teacher,** May 2011, Vol. 64, Issue 8, 3 pages.

   The authors of the article report their experiences and those of their colleagues as literacy instructors for students and parents, and the importance of conversation in solving problems the students were experiencing with reading. According to the authors, conversing with students and parents generates ideas for choosing books in which the students were interested, as well as fosters discussion about the books themselves, and a subsequent enjoyment of reading and desire to learn. The authors argue that their ability to build relationships with students and parents is central to simplifying concepts and establishing an environment for academic success.

6. **"Short-Duration Mindfulness Training With Adult Learners"**
   Gene Crumley, Howard Schutz, **Adult Learning,** Spring 2011, Vol. 22, Issue 2, 6 pages.

   The article discusses the exploratory study on short-duration mindfulness training for adult learners in the U.S. It notes the selection of participants of the study based on their courses along with the instructions given to them. It mentions the variability of the results as well as the classifications of the responses of the participants. It also proposes the need of instructors to introduce this mindful attention exercise to their students.

7. **"Knowing Your Learning Target"**
   Connie Moss, Susan Brookhart, **Beverly Long, Educational Leadership**, Mar. 2011, Vol. 68, Issue 6, 4 pages.

   The article discusses the importance of using learning targets in education. The author suggests that learning targets help students understand what they are meant to be learning during a lesson. The impact of learning targets on helping students achieve educational goals and meet instructional objectives is addressed. Several real-life classroom examples are presented in which learning targets for lessons in subjects such as mathematics and social studies are explained to students, who then become more engaged in lessons and take a more strategic approach to lessons and classwork.

8. **"The Power of Words and Pictures: Graphic Novels in Education"**
   Jesse Karp, **American Libraries,** Jul/Aug 2011, Vol. 42, Issue 7/8, 3 pages.

   In this article the author addresses librarians' reluctance to consider graphic novels for children an appropriate material to be included in library collections and suggests that, since graphic novels are useful in attracting the interests of struggling readers, they should be used in classrooms as well. He addresses the significance of comic books and graphic novels in the history of U.S. culture and presents a sample lesson plan involving the graphic novel "The Arrival," by Shaun Tan.

9. **"The Flexible Teacher"**
Leila Christenbury, **Educational Leadership**, Dec. 2010, Vol. 68, Issue 4, 5 pages.

The article discusses the characteristics of effective educators and the central role strong teaching plays in student success. The author examines key aspects of engaging teaching methods such as making the educational needs of students a top priority, making subjects interesting and engaging for students, and allowing teachers to employ a variety of strategies to reach students with different learning styles. An explanation of teacher workshops relating to developing **effective teaching** techniques, an examination of public opinion regarding the importance of teachers, and an evaluation of educational legislation such as the 2001 No Child Left Behind Act are also included.

10. **"Inspired Responses"**
Carol Frederick Steele, **Educational Leadership,** Dec. 2010, Vol. 68, Issue 4, 5 pages.

The article discusses the merits of inspired teaching and the effect it can have on student behavior and the classroom environment. The author outlines three key factors of inspired teaching: the life experience of the educator which affords them a greater understanding of many subjects they teach, an understanding of multiple teaching techniques, and an ability to assess student needs and adapt their teaching method accordingly. The ability to adapt to different classroom situations and improvise lesson plans and class discussions is another key component in inspired teaching.

11. "**Teaching Skillful Teaching"**
Deborah Ball, Francesca Forzani, **Educational Leadership,** Dec. 2010, Vol. 2010, Vol. 68, Issue 4, 6 pages.

An article examining the characteristics of effective teaching and the methodology of successful educators is presented. The author discusses the complicated and specialized expertise needed in skillful teachers and explains key teaching characteristics such as the ability to teach to different student learning styles and the importance of efficient lesson planning. The identification of "high leverage" teaching methods which have proven most effective in classrooms, and programs aimed at helping teachers develop more comprehensive curricula are also included. Student responses to inspired instruction and the importance of lifelong learning among educators are also examined.

GLOBAL ISSUES

12. **"Ethical Breakdowns"**
Max H. Bazerman and Ann E. Tenbrunsel. **Harvard Business Review**, April 2011, 8 pages.

Cognitive biases can blind executives to their own or their employees' unethical behavior. Why? The authors examine the factors contributing to unethical behavior in business. Examples of unethical behavior and remedies are also discussed.

13. **"Don't Hold Your Breath"**
Rana, Forrohar, **Time,** June 20, 2011, Vol. 177, Issue 25, 5 pages.

The article discusses the U.S. economy and economic recovery as of June 20, 2011. The factors contributing to a recession and slow economic growth are mentioned. Five myths related to economic policy are discussed including the topics of stimulus programs, double dip recession, unemployment, private sector's role in job growth**,** labor mobility, and entrepreneurship. The idea that an industrial policy can create a command-and-control economy and cooperation between the public and private sectors is discussed.

14. **"Why some Cities are Growing and others Shrinking"**
    Dean Stansel, **CATO Journal,** Spring/Summer 2011, Vol. 31, Issue 2, 19 pages.

    The article analyzes the relationship between economic growth and personal income tax in the 100 largest metropolitan areas in the U.S. since 1980. The author argues that high spending and tax rates in cities such as Detroit, Michigan, Milwaukee, Wisconsin, and Syracuse, New York, impede economic development. He asserts that high-growth areas such as Dallas, Texas, Tampa, Florida, and Austin, Texas, are models that should be emulated. According to the author, the data reveal that economic prosperity and the growth of urban areas will escalate as tax burdens are low as compared to nearby metropolitan areas. The author emphasizes the importance of low tax rates and effective spending by local governments during times of economic difficulty.

15. **"Reflecting on Environmental Education: Where is Our Place in the Green Movement"**
    Susan Strife, **Journal of Environmental Education**, 2010, Vol. 41, Issue 3, 13 pages.

    Recently the environmental movement has seen much success and progress under a newly-framed green paradigm. Yet, despite the proliferation of national attention to, and public interest in, the go-green mentality, environmental education still seems to be stuck within the old environmental paradigm. This critical essay shares lessons that environmental education can learn through incorporating a human benefits approach. Ultimately, this essay calls for a reflection on environmental education's presence within the budding sustainability movement and calls for the "humanization" of environmental education discourse and pedagogical practice. [ABSTRACT FROM AUTHOR]

16. **"Intellectual Property. In Defense of Copyright: Why I Didn't Make My Dissertation Open".**
    Matthew Dames, Information Today, June 2011, Vol. 28, Issue 6, 2 pages.

    The author explains his decision regarding the copyright of his dissertation "The Piracy Paradign: Framing U.S. Copyright Law." He attributes the accessibility of piracy to the images of theft and illegality as well as the concepts of exclusivity and propriety that it created. He mentions that the emergence of a competing paradigm developed by nontraditional copyright stakeholders has lead to contemporary copyright conflicts. He acknowledges the fact that having copyright protection will not guarantee financial returns.

INTERNET AND SOCIAL MEDIA

17. **"Technology's Role in Revolution: Internet Freedom and Political Oppression"**

Evgeny Morozov, **Futurist,** Jul/Aug 2011, Vol. 45, Issue 4, 4 pages.

The article explores the impact of Internet on the government worldwide. It discusses a brief overview on cyber-utopianism, a naïve belief in the emancipatory nature of online communication that rests on a stubborn refusal to acknowledge its downside. It relates the importance of Internet to bring out political corruption and other political issues. It explores the role of Internet in Middle Eastern democratic revolutions. It explains how Russian government handles or controls the Internet and civic activism. It suggests several roles of cyber-realists in handling the Internet.

18. **"Online Options Require Right Fit"**
    Ian Quillen**, Education Week**, August 2011, Vol. 31, Issue 1, 2 pages.

    The article focuses on how E-learning (electronic learning) can benefit students who come from special or at-risk populations. Emphasis is placed upon the importance of recruiting researchers, educators and evaluators in the development of specialized programs. Research being done by the U.S. government and special agencies on the subject is also discussed.

19. **"Internet Safety and Teens Today"**
    Cheyenne Gray, **Library Media Connection**, May/Jun 2011, Vol. 29, Issue 6, 2 pages.

    The article discusses the significance of educating the teenagers on Internet safety at school in the U.S. The author highlights a student-led Internet safety project to raise awareness and prepare students on how to use safely the social networks and search engines. Comments from students on the dangers that threaten the Internet and social networks are offered.

20. **"Online Persuasion: How the Written Word Drives WOM"**
    Journal of Advertising Research; Mar2011, Vol. 51 Issue 1, 19 pages

    The article presents advertising research on user-generated content on the Internet in which consumers offer reviews of commercial products, considering how such reviews generate word-of-mouth advertising. Two studies offering content analysis of such reviews are examined to determine what elements within them might be considered as most helpful to other consumers. It is noted that consumers expressed a strong preference for positive emotions and information about a product in online reviews. Implications of the findings of the two studies for testimonials in advertising are considered.

21. **"Step Easily into the Digital Future"**
    Kathy Anderson and Laurie Gemmill, **American Library,** Jul/Aug 2011, Vol. 42, Issue 7/8, 4 pages.

    This article focuses on the benefits of the Lyrasis Mass Digitization Collaborative (MDC) for libraries aiming to digitize library collections. The authors say that participation in the MDC means that libraries and institutions do not have to purchase their own equipment and that staff members can digitize large quantities of print materials quickly and inexpensively. They present information on pilot participant LancasterHistory.org and offer a list of projects achieved through the MDC.

BUSINESS AND ECONOMICS

22.“Politics and the English Language in the 21th Century”

Katherine Bell, **Harvard Business Review**, Sep/Oct 2011, Vol. 89, Issue 9/10, 2 pages.

The article discusses English as a language for global business in the 21st century. In the author's view English is likely to further solidify its dominant status. All languages evolve, she notes, and as English is adopted by greater numbers she sees it becoming more simplified. In a paper they wrote, Harvard Business School professors Catherine Durnell Cramton, Pamela J. Hinds, and Tsedal Neeley advise that multinational corporations take steps to ease the transition to English for non-native speakers. Reference is made to several books including "You Are What You Speak: Grammar Grouches, Language laws, and the Politics of Identity" by Robert Lane Greene.

23.“Finding Great Ideas in Emerging Markets”
Nathan Washburn, B. Tom Hunsaker, **Harvard Business Review**, Sep/Oct 2011, Vol. 89, Issue 9/10, 6 pages.

Many companies in mature markets assume that the only reason to enter emerging markets is to pursue new customers. They haven't yet realized the potential for innovation in developing countries— though a few visionary multinationals are tapping that potential for much-needed ideas in products and services. General Electric, with its portable ultrasound technology, and Intel, with its inexpensive Classmate PC, are two examples. Other companies see the potential but find it hugely difficult to develop ideas in unfamiliar settings, much less turn them into global businesses: C-level executives may resist disruptive concepts, or their organizations may lack the processes necessary for absorbing outside innovation. The authors' research shows that a new kind of manager—a "global bridger"—can help these companies take advantage of the innovative energy that permeates emerging markets. Global bridgers tend to be good at developing and maintaining relationships of trust; they understand emerging markets; they have long tenure with their companies; and they are skilled at selling their ideas internally. They have learned to intentionally observe customers, suppliers, and competitors. They cultivate "translators"— people with insights into the local environment. And they test their ideas before taking them back to headquarters, where they rely on advocates to help promote those ideas. INSET: How One Global Bridger Brought Home a Great Idea. [ABSTRACT FROM AUTHOR].

24.“Smart Rules: Six Ways to Get People to Solve Problems Without You”
Yves Morieux, **Harvard Business Review**, Sep/Oct 2011, Vol. 89, Issue 9/10, 8 pages.

The article discusses six rules managers can implement to help those under them make smart decisions and solve problems. A first step is to gain a better understanding of the goals and challenges of subordinates by interacting with them and observing how they do their jobs. Individuals who interface with multiple stakeholders should be empowered to mediate conflicts between different parts of the organization. Accountability among employees can be enhanced by taking steps to ensure they are affected by the consequences of their actions. INSET: Idea in Brief.

25. **"Learning to Live With Complexity"**
Sargut, Gökçe Sarout, Rita Bunther McGrath, **Harvard Business Review,**
Sep/Oct2011, Vol. 89 Issue 9/10, 9 pages.

The article discusses managing complexity. As environments become more complex, the potential for unintended consequences arising from even small decisions increases. Complexity also makes it more difficult for managers to find a vantage point from which all relevant parts of an organization or business can be seen. Several strategies for addressing these challenges are presented including the use of better forecasting tools, improved risk mitigation, and implementation of effective tradeoffs in the decision-making process. INSET: Idea in Brief